



Responsibility of	Curriculum Committee
This version dated	Feb 2017
Reviewed by Staff	March 2017
Adopted by Governors on:	March 2017
Next review date	March 2020
Meets Equality of Opportunity	Yes

### Statement

Learning to read is different for everyone, but we believe it begins with sharing a love of books. Children who are introduced to books from an early age and who are frequently read to are more likely to learn to read easily. Reading begins long before the child decodes words from print. Children read faces, voices, and likenesses and differences between the things they see and hear.

From parents' first formal visit to our school we aim to develop a successful reading partnership between home and school. School provides relevant information and a clear message, that to provide a home environment where great value is placed on reading material is the best way to help a child with reading.

Reading is a complex skill with many components. Successful approaches to the teaching of reading encourages children to use a variety of strategies in their pursuit of meaning. The importance of laying firm foundations in this crucial area of the curriculum should not be underestimated and a consistent, whole school approach to the teaching of reading is established. Reading is a valuable and rewarding aspect of the children's learning and consequently opens the door to a world of knowledge.

In school children will share stories as part of a class, read individually and be further supported with developing their reading skills in guided group reading sessions. Language and phonic skills may be taught discretely in reading sessions but will also be taught explicitly through phonic and spelling lessons.

### Aims

- To build on the child's prior knowledge and early literacy experience.
- To encourage children to read for pleasure, promoting a love of books and reading which will continue throughout their lives.
- To teach our pupils to become confident, accurate and independent readers who read from a range of texts for a variety of purposes.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing a rich language environment within the classroom and throughout the school.
- To provide a wide variety of texts which reflect our diverse society and the interests of our children.
- To select appropriate resources to motivate, challenge and extend pupils effectively.

- To develop in each child the reading skills necessary to succeed in all areas of the curriculum.
- To identify pupils who require additional support and provide intervention at an early stage.
- To enable parents to understand the process of learning to read and the part they play in supporting their child.
- To monitor reading progress and levels of attainment closely.
- To promote an ethos of achievement by setting high expectations and challenging targets.
- To keep abreast of current educational thinking and practice.

## **Implementation**

***Pupils will be involved in reading activities on a daily basis:-***

### **Whole Class**

Children regularly share a book with an adult for enjoyment. As well as reading a story, books may be used with the whole class as a basis for teaching reading skills or topic work.

### **Group Work**

Guided reading will be introduced in Year R and will then continue throughout KS1. Children will have a guided reading session each week. The teacher will work with small groups of children (approx 6) of a similar reading ability on developing new reading skills.

### **Individual Children**

Children will read with the class teacher at least once every three weeks and with another adult at least once in the intervening weeks. Once children reach Gold Level it may not be necessary for them to read as frequently with the class teacher.

### **Linked Policies**

- SEN
- Assessment
- Speaking & Listening
- Teaching & Learning
- Library
- Writing
- Phonics

Also The Early Years Foundation Stage Profile